



## Snettisham Primary School INCLUSION and ACCESS PLAN 2022-23

### Introduction

- The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. This document should be read in conjunction with the Trust's Equality Statement. In formulating this plan the School has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act, Age, gender reassignment, being married or in a civil partnership, being or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation*

### Whole School Pupil Information

	2018/19	2019/20	2020/21	2021/22
Pupils on Roll	105	105	96	91
Girls	55	57	51	45
Boys	50	48	44	46
EAL	6	3 ( 2 fluent, 1 developing competence)	3 ( 2 fluent, 1 developing competence )	
Pupil Premium	32%	29%	38%	43%
SEN	20%	16%	19%	21%
Higher need	3.8%	3.7%	4.1%	3
Ethnicity		WB 73% Not Obtained 18% White/Caribbean 4% White/African 1% Thai 1% White Irish 1%	3 white and black Caribbean 1 white and black African WB 83 WE 3 White Eastern European 1 Not Obtained 6	WB 95% WE 3 White Eastern European 1

Our school's accessibility plans are aimed at:

**• Improving the physical environment of schools to enable disabled and disadvantaged pupils to take better advantage of education, benefits, facilities and services provided • Improving the availability of accessible information to families with SEN**

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Vision and values

Our School fully supports the vision of Norfolk Children’s Services, namely: • We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. Our school endorses the Norfolk Inclusion definition that says: • Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

SUBJECT: Remove barriers to the curriculum for disabled pupils and SEN

Year Sept 22/23

Priority:	Aims: To raise achievement for SEN/DA pupils To increase pupils happiness, health and wellbeing through increased participation in all areas of school life
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
To raise achievement of SEN /DA against national expectations by developing quality first teaching, higher expectations, use of focussed smart targets and implementation of provision mapping tool	Sept 22  Ongoing	Senco /Tch  leaders	All children who need them are assessed using smart target steps to monitor small progress steps. Adaptions are promoted for those who need additional access to knowledge curriculum	Class teachers to monitor books and in termly assessments. Progress made in smaller steps to be recorded on new provision mapping tool	Weekly CPD meets and PPA time
To monitor subjects for adaptions in class to include SEN/DA in delivery of our curriculum	Cluster ask Helene Coates, SALT, school to school	Senco/ Tch	Staff to be guided using EF materials for adaptions. Ongoing SEN progress to be assessed by leaders at all levels through book looks and deep dives	Reading samples completed with lowest 20% to check for book/match and fluency	Cover time for subject lead and curriculum dev meets
To consult with outside agencies for specialist support and advice and to use in day to day teaching and learning- provide training to staff to increase their knowledge and skills	Sept 22	SLT	Class teachers to use social stories, sentence stems, blank pages, spider diagrams, visual timetables, visual props, sloping desks and equipment recommended for accessing curriculum	Senco and SEN gov to take a learning walk termly	
To increase attendance to extracurricular activities by SEN/DA pupils by providing additional provision	Sept 22	SLT	Range of SEND (50%) to attend reading club, football club, art club, after school club through the year	Senco to monitor club data to see if range raises attendance by SEND  Class teachers / parents consult to discuss reasonable expectations and outcomes for staff, pupils and parents	Admin time to filter info on MIS

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SUBJECT: Improve the physical environment for disabled pupils and SEN

Sept 22- Sept 23

<b>Priority:</b> To make planned improvements to physical environment that allow SEMH and SEN pupils to access educational and associated services	<b>Aims:</b> To utilise current environment in increasingly flexible ways. To extend our use of off site facilities.
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
<p>To include all children with SEMH and complex need in our curriculum and play provision by giving, safe, accessible and quiet spaces to calm and take brain breaks.</p> <p>Implement some access to additional resources (trim trail, outdoor gym, books, paper, small world) to support good behaviours through lessons and lunch play</p> <p>TA specialist training for support with wellbeing (Hamish and Milo)</p>	<p>Sept 22</p> <p>Ongoing</p>	<p>HT/Senco</p> <p>MSA</p> <p>Senco</p>	<p>Happy, safe and secure children who are not distressed or causing disruptions around site</p> <p>Pupils with high need are included into peer group with some adult support if care plan in place.</p> <p>Pupils have access to learning our knowledge curriculum</p> <p>Children to enjoy alternative site facilities to develop communication, physical skills and confidence.</p>	<p>MSA to consult with SLT/ pupil/ parent to discuss if requirements are met</p> <p>Class teacher to consult with centre parents and pupils. Feedback to HT</p> <p>Learning walks and book looks</p>	<p>MSA cover</p> <p>PE funds 1,000</p> <p>Smart use of space and resources relocated</p>

SUBJECT: Delivery of information for EAL and vulnerable pupils

Year Sept 22- Sept 23

<b>Priority:</b> To ensure EAL/Vulnerable pupils have equal access to same opportunities	<b>Aims:</b> To place good communication at the heart of what we do - be an information
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and information as other pupils by considering needs of parents with information sent home	rich school that has excellent engagement with families, outside agencies and staff so that a partnership is formed to support pupil progress
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
To target families that may need different access to school info than emails, letters. Set up and maintain good use of dojo/texting to communicate in less formal way – translate newsletters to alternate language	Sept 21 Ongoing	Senco and SALT	To know needs of pupils and parents in terms of reading English, large font, coloured backgrounds, and Braille	Class teacher to monitor pupils/families access and understanding – e.g. do they know its world book day?	Monitoring schedule
Use SEN drop in clinic and SEN mentor sessions to gather opinions and personalise information for children and families – opportunities to check learning targets, homework is suitable	Oct 22	Senco	Higher amount of quality time given to families with EAL/Vulnerabilities and increased participation in these sessions	HT check club, workshop attendance records	1hour of SEN Mentor time- £50 pw
Take advice from NCC for our non-speaking families. Use translators, technology and warm friendly daily contact to ensure they understand what is on offer	Ongoing – Sept 22 for EAL service	Preschool staff /Govs/Senco	Families use website to find out information. Ensure SEN offer, access plans, website reflects our values for inclusion	Govs check website for info	£500

**SUBJECT: Racial, Social and Gender Equality (including Faith and Belief)**      Year Sept 22- Sept 23

Priority: To enrich our community by being a model of tolerance, respect and inclusion for all ethnic groups ( including faith)	Aims: To ensure no unlawful discrimination occur in school or within school community. To promote equality of opportunity. Promote good relations between people/pupils of different racial groups and self-worth
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Action to be taken	Timescale	Action by	Success criteria	Monitoring	Costings
Develop awareness of diversity within the school			Provision for pupils builds more respect,		

<p>with books, role play outfits and equipment, dual Lang books, reflecting reality real books, materials for display like African batik and Asian prints.</p> <p>Introduce wider community through enrichment map, visits and giving access where greater diversity is reflected Use our knowledge rich curriculum to broaden pupil knowledge Consciously use images/resources that reflect wider racial groups particularly those that reflect school and wider community</p> <p>Assemblies – No Outsiders, Black history, Pride, British Values with Rev Wilson and Louise Jackson</p> <p>Create outdoor Reflection Area for lunchtime reflection, prayer, worship. Create a diversity pledge for pupils with a sign/badge to reflect positive attitudes</p> <p>Racial, Bullying, sexual harassment and incidents responded to immediately, action taken according to policy, logged and reported to NCC Equality Policy Annually Policy GP CC</p>	<p>Sept 22</p> <p>Sept 22</p> <p>Ongoing</p> <p>October 22</p> <p>Ongoing</p>	<p>Staff Pupils</p> <p>LJJ</p>	<p>understanding and tolerance for school community – all families and children feel welcome here</p> <p>Children and parent surveys show that school represents fair/equal opportunities for all</p> <p>Children have opportunities to access and respond to wider communities and show tolerance, respect, and understanding through financial support with trips for vulnerable</p> <p>Children will be introduced to importance of Democracy that reflect British Values and equality</p> <p>Pupils may freely choose to visit area to express own faith, belief. Staff value this opportunity to be open</p>	<p>Work collections scrutiny to see plans/ displays /learning that includes locations, reflection</p> <p>Governor learning walk/ SEN audit</p>	<p>Resources to reflect multi-cultural world and diverse around us, £1000</p> <p>Funding to support pupil access to trips</p> <p>£400 for assembly resources, sign and diversity pledges</p>
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